REVISED March 31, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal Lisa Kieffer-Haverkamp
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Irving B. Weber Elementary School
(As it should appear in the official records)

School Mailing Address 3850 Rohret Road
(If address is P.O. Box, also include street address)

Iowa City, Iowa 52246
City State Zip Code+4 (9 digits total)

County Johnson School Code Number* 0488

Telephone (319) 688-1170 Fax (319) 339-5763

Website/URL iccsd.k12.ia.us/schools/weber E-mail haverkamp.lisa@iccsd.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Lane Plugge
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Iowa City Community Schools Tel. (319) 688-1000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Jan Leff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
___17_Elementary schools
_____ Middle schools
____2_ Junior high schools
____3_ High schools
_____ Other

___22_TOTAL

2. District Per Pupil Expenditure: ___$4758.00_____

Average State Per Pupil Expenditure: ___$ 4741.00_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. ___4___ Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			**0**	**7**			
K	36	39	**75**	**8**			
1	37	37	**74**	**9**			
2	34	33	**67**	**10**			
3	43	34	**77**	**11**			
4	37	25	**62**	**12**			
5	30	34	**64**	**Other**			
6	38	35	**73**				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					492

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

__64__% White
__7__% Black or African American
__3__% Hispanic or Latino
__24__% Asian/Pacific Islander
__1__% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: __10%_____

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	18
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1 (03-04)	492
(5)	Subtotal in row (3) divided by total in row (4)- 04-05	.102
(6)	Amount in row (5) multiplied by 100	10.2%

8. Limited English Proficient students in the school: __6_____%
_28____Total Number Limited English Proficient

Number of languages represented: _____
Specify languages: Korean, Chinese, Arabic, Phillipino, Spanish, and Portuguese.

9. Students eligible for free/reduced-priced meals: ___13___%

Total number students who qualify: __65____

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___8_____%
    ___41___Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_2__Autism	_0__Orthopedic Impairment
_0__Deafness	_0__Other Health Impaired
_0__Deaf-Blindness	_17_Specific Learning Disability
_1__Hearing Impairment	_7__Speech or Language Impairment
_10_Mental Retardation	____Traumatic Brain Injury
_2__Multiple Disabilities	__0__Visual Impairment Including Blindness
_2__Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___1____	____0____
Classroom teachers	____21___	____3____
Special resource teachers/specialists	___11____	____6____
Paraprofessionals	___9____	____2____
Support staff	___2____	____4____
Total number	___44____	____15____

12. Average school student-"classroom teacher" ratio: _22.4_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.3%	96.2%	95.6%	NA%	NA%
Daily teacher attendance	92 %	91.1 %	93%%	NA%	NA%
Teacher turnover rate	9%	9%	7%	11%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Irving B. Weber Elementary School is part of the Iowa City Community School District serving a culturally diverse student community of approximately 492 students, representing 34 countries. The diverse population includes 36% minority and international students. Weber's attendance area includes urban and rural areas, family homes, apartments, townhouses, subsidized housing, and a university housing complex. Programs adding to the diversity of the school include two special education programs and a large English as a Second language program. Approximately 13% of Weber children are eligible for the Federal lunch program. Children are organized into four learning teams: Team 1- Kindergarten, Team 2-1/2 grade, Team 3-3/4 grade, Team 4- 5/6 grade.

The mission of Irving B. Weber Elementary is to ensure excellence for all students. The mission is achieved through providing a curriculum with coherence, climate for learning, community for all learners, and a commitment to character development. Basic skills are taught through thematic units integrating the district curriculum standards. The program encourages individualized instruction and collaborative learning. High academic standards are maintained by carefully and continuously evaluating each student's progress. Celebrating learning and student achievements is emphasized. Weber Elementary is a charter member of a national network of The Basic Schools formed in 1994.

Weber follows the Iowa City Community School District curriculum, which is based on the national standards and benchmarks. The curriculum focuses on meeting the developmental needs and interests of students in multiage classrooms. The curriculum follows a thoughtful two year cycle of concept based thematic units, emphasizing coherent connections within the curriculum. Within all curriculum areas a strong emphasis is placed on the development of lifelong learning skills, problem solving, active participation, respect for others, and an understanding of connections and relationships among people. In each instructional area teachers implement research based instructional practices.

A variety of flexible grouping patterns are utilized to meet individual needs. Each child benefits from contact with all teachers on the unit team and experiences the security of having the same home base teacher for the two years spent in each unit. The learning environment is structured to promote the intellectual, social, emotional and physical development of each student.

Teachers are instructional leaders within the building. Teams meet weekly to plan curriculum, review assessments, and discuss student needs. Instructional teams plan and facilitate learning activities for their multi-age classrooms. Teachers act as mentors, student teacher supervisors, and directors of their own professional growth. The building leadership team plans and organizes staff development activities, along with facilitating the school improvement plan. The main focus of staff development is toward improving instruction for all students. Over the past ten years staff development has included numerous book studies in reading and math, math lesson study project, differentiated instruction, and meeting the needs of diverse learners.

Support programs are available for students throughout the building, including Extended Learning Program for talented and gifted, special education programs for all disabilities, Title I reading, and English as Second Language programs. To accommodate all learners teachers have adapted curriculum activities to support the range and success of the students. In addition fulltime professional staff include a guidance counselor and media specialist to support student learning.

Broad-based community, district, and parent involvement are evident in our community of learners. Parents are active partners, by participating in conference with teachers, volunteering, attending workshops, and acting in various building parent leadership roles through the Weber Parent-Teacher Association. The Weber community also connects to our local partners, through strong partnerships with the University of Iowa and the neighboring high school to support our children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

The students at Weber Elementary have performed extremely well over the past five years, meeting and exceeding the state and district averages. Weber students have demonstrated that 84% of our students are proficient in reading and 86% of our students are proficient in math, according to the Iowa Tests of Basic Skills. The state of Iowa defines different performance levels to indicate that students who have achieved at the 41st percentile or above are proficient in the area tested. The Iowa performance levels are identified such that a score of 0-40% is low performance, 41%-90% is proficient performance, and 91% -100% is high performance. Further state assessment information can be found at www.iowaschoolprofiles.com.

Over the past five years students at Weber have grown in the area of reading comprehension to surpass the district and states average. Students assessed in reading comprehension and vocabulary the Weber students are in the top 84th percentile in reading comprehension. Our building not only studies the ranking, but closely monitors student growth over time. As students progress through Weber, the average reading total measured by Iowa Tests of Basic Skills in third grade is at least three quarters of a year ahead of similar students in other schools. Following a student's growth from year to year has been an important indicator of our progress. During a child's four years at Weber their average annual growth in reading is 1.3 years. The same growth pattern continues into Junior High.

Math assessments include mathematical data, problem solving, concepts and estimation. Our students have consistently scored above the district and state average on those assessments. At Weber Elementary students in 3-6th have made at least 4.2 years growth in math by the national standards, or 1.4 years growth per year.

Our district works closely with our local Area Education Agency to disaggregate student data. Testing data can be divided into subgroups to determine how well varying groups of children perform within our school. Our data was analyzed in relation to socioeconomic status, ethnicity, language, and special education. To make valid judgments on the student data, the group needs to be of a considerable size, approximately 30. At Weber no single grade level has enough of a subgroup to generalize our data. When grade levels are combined we have valid information within our socioeconomic and Asian subgroups to make some generalizations.

Weber students who are from economically disadvantaged homes do not perform at the level of the overall population. Over the five year period students demonstrated 61% were proficient in reading and 67% proficient in math. Another subgroup closely monitored at Weber is our English language learners. As they begin at Weber they perform below grade level in the area of reading for the first two years in the building. As their language develops they show continuous progress at or above grade level, growing two years on average for their third and fourth year. Our English language learners perform consistently above grade level on math assessments after their first year in the language learner program. Within our large Asian population on average 87.5% of the students are proficient in math, while 81% are proficient in reading over the four years at Weber. These scores mirror our overall building scores.

Approximately 30% of the students from our special education populations make accelerated progress and begin to perform on grade level, while others continue making slow progress toward grade level targets. Within our special education population over the past three years the state has considered students with severe and profound handicapping conditions for alternative assessments. The teachers work with consultants to determine who is eligible for alternative assessments. The assessments consider observations, individual assessments linked with the student's IEP and district standards, and behavior checklists.

2. ASSESSMENT DATA

Continual analysis and reflection of student data drives our instruction. Throughout the year, teachers work to develop an understanding of the whole child through multiple measures of assessment. Careful and thoughtful analysis of individual, class, building and district data informs the instruction in a classroom. Teachers make use of standardized, curriculum-based, criterion based, and formalized individual assessments. Further information is gathered from classroom observations and work samples. During the year staff development time is devoted to the analysis of data, developing instructional plans for students, and planning staff development to impact student success. The Weber staff work within teams and across teams to review data and determine students in need of support, the review of the data informs the delivery of an instructional support plan.

As students progress through the year teachers collect additional information to add to their knowledge base of each student. Following each data gathering teachers analyze the data, review their instruction, determine student's individual needs, and plan their next steps. As an example, the individual Developmental Reading Assessments are completed twice a year. The assessments provide specific areas of need and strengths for students, such as retelling, summarizing, or metacognitive skills. Teaching teams review the student data to identify students who need support. Support plans are developed which may include individual help, small short or long term groups. Across the building flexible patterns of support are evident to meet the diverse learning needs of our students. The teachers continually monitor and evaluate the students' progress to plan the next steps.

Each year, teachers review the Iowa Tests of Basic Skills data. They monitor the results for annual growth, evaluate progress of students who are not proficient, and review disaggregated subgroups. ITBS allows us to keep a perspective on our students' performance outside of Iowa.

3. COMMUNICATING STUDENT PERFORMANCE

Celebrating and reporting student progress to our various communities is important. A strength of Weber is the excellent communication between home and school, which begins early each school year. Results of students' achievements and needs are shared with students and parents in a timely manner. Communicating a student's needs or strengths allows the parent, teacher and child to set goals, adjust instruction, provide additional help, and monitor growth. Parent communication is an important ongoing component of sharing student performance.

In a more formal manner, student progress is shared throughout the year with parents during three parent teacher conference reporting periods. During the fall teachers collect formal assessments, curriculum based measures, observations, and work samples. At the conference goals are established and assessment information shared, including a student's self assessment. Spring conferences include the students in a three way conversation between parents, teacher and the student. The student is an active and valued member of the conference team. Student progress is shared through the use of a student developed portfolio, reading, math, and other subject area assessments, and work samples. In the intermediate grades the Iowa Tests of Basic Skills results are shared and incorporated into planning for the child. At the end of the year the each child's progress is communicated through a written end of year report based on district standards and benchmarks.

Annually our standardized and curriculum based assessments are reported to parents through a district and building brochure. Standardized testing data for the building is shared during a PTA meeting and our building newsletter. Information about our student performance is posted and available to visiting parents. Our building goals in reading, math, writing, and science are shared through parent meetings. All the elements of communication are essential for continued support from home and student success.

4. SHARING SUCCESS

Weber is part of a network of seventeen elementary schools in the Iowa City Community School District. Opening as a new school ten years ago, teachers were in a position of sharing their growth and successes with colleagues across the district and nation through the Basic School network. The sharing continues, we have learned the power of a learning community. Weber is a learning community focused on improvement, student achievement, collaborative teaming, and celebrating successes.

Teachers at all levels and disciplines are involved as teacher mentors, math or science advocates, student teacher supervisors, presenters, and participants. Numerous staff have had the opportunities to present at district, regional, and national conferences to share successful innovative practices at Weber Elementary. Our ESL teacher recently presented to district teachers strategies for teaching reading to English language learners, a team of Weber math teachers worked together to share a lesson study project with the district math department and the University of Iowa, our media specialist is co-teaching a literature class, and a team will present the curriculum model at the Basic School National conference this spring. During the year teachers participate in seminars or classes and communicate strategies that are working.

The Basic School framework contributes to our success and drives our curriculum and staff development renewal. Weber participates as part of the Basic School network both nationally and locally. Locally, we work in a collaborative manner to plan staff development among three schools on issues related to student success. Our continued focus is sharing and learning from others.

Finally success is shared with our parent and community partners. Weber has regular activities to invite parents in to learn as partners with their children and experience the quality of instruction taking place. As a school recognized for its' achievement overtime, we take advantage of the opportunities to share our successful practices whenever an educator, family or community member visits our building.

PART V – CURRICULUM AND INSTRUCTION

1. WEBER CURRICULUM

A school's curriculum is the fabric of the building, for both the children and adults within. The Weber Elementary curriculum reflects the Basic School framework and the district's commitment to quality learning for all students. Weber uses the Basic School Framework of a curriculum with coherence to strengthen the curriculum foundation. The curriculum is examined and discussed to look for deeper real connections to make the most meaningful learning for children.

The District has developed a seven year cycle for researching and renewing curriculum in the areas of reading, writing/language arts, math, science, and social studies. The strength of the Weber curriculum is the thoughtful weaving of integrated units across subject areas while still meeting district-wide curriculum expectations. Teachers plan curriculum with a focus on coherency and deliver the curriculum in such a way that students see the learning connections within and across curriculums. The teaching teams identify key learning concepts and map the concepts to be able to create a two year curriculum for the multi-age classrooms.

Literacy for all is the first and the most essential goal, including the written and spoken word. Reading is taught through a balanced literacy approach including guided, shared, and independent reading. To strengthen our curriculum connections high quality literature is selected for students to acquire strategies and skills within flexible literacy groups. Teachers make thoughtful book selections to enhance the development of literacy skills while making connections to the integrated themes of the overall curriculum. A well-developed media center collection serves as a rich resource and support to our units and provides up to date material for a wide range of learners.

The written language expectations are interwoven throughout the balanced literacy classrooms, students are fluent at responding to their reading through reflections and summaries. The expectations for writing carry across the curriculum into all subjects, as students learn to write in different for a number of purposes and audiences. Students are exposed to various writing formats in writer's workshop models, science, social studies, and math activities. Students write on a daily basis to communicate their learning.

Mathematics instruction follows the best practices of the NCTM recommendations including a strong emphasis on reasoning and problem solving. Classroom instruction focuses on the development of learners who are effective and efficient problem solvers, can communicate about math, develop multiple strategies to solve problems and can transfer their information in real world settings. The math instruction is heavily supported by hands on investigations and problems in flexible groupings.

Focusing on the development of literate scientists is a goal of the district science program. Weber students are immersed in the life of a scientist, taking notes, making hypotheses, and carry out investigations. They are highly motivated and engaged scientists. Students actively solve problems and learn scientific inquiry within an environment of investigation and discovery.

The development of a knowledgeable citizenry directs our social studies program. Students learn about their school, community, nation, and the world through a multidimensional program. The social studies classroom makes use of text information, literature, simulations, research, service learning, and group activities to learn and explore the world around us. The literature link provides a relevant connection to the students' understanding of events in his/her world.

Woven through the curriculum is the commitment to character evidenced throughout each classroom. The common language and expectations support us in assuring success for all our students. The seven virtues of the Basic School frame our culture. They are evidenced in our daily life and in all that we do.

Finally, the development of the arts is an essential part of elementary child's experience and a tool for learning and self-expression. Children have experiences in visual arts, vocal and instrumental music, physical education, and literature. The experiences in the arts are integrated into the framework of the main curriculum, while holding their own merit as a unique communication tool.

2. READING INSTRUCTION

Quality literacy instruction is the heart to a young child's success in school. Language is central to all learning at Weber and creates a meaningful curriculum. Students have experiences with quality literature throughout their day as teachers weave literacy into all aspects of the curriculum.

The district language arts curriculum review process identified best research practices in literacy and supported a balanced literacy approach to reading. The mission of the language arts instruction is to develop life-long learners who can use language to communicate, to stimulate imagination, and to construct meaning. The core of the reading framework includes guided reading, shared reading, independent reading and oral reading. Teachers provide directed instruction and student centered activities to teach a distinct body of knowledge in reading and written language skills.

Classroom teachers use a reading and writing workshop model for guided literacy instruction. Flexible patterns of grouping include large classroom presentation, small groups, partners, and individual instruction depending on the needs of the students. Reading instruction teaches the development of strategies and skills to promote transfer into a child's fiction and non-fiction reading. Teachers instruct students in skills of phonemic awareness, concepts of print, phonics skills, vocabulary development, literary styles, reading for information and for pleasure. A strong emphasis is placed on comprehension strategies and the ability to communicate your understanding through both written and spoken language.

Weber's integrated thematic curriculum selects high quality literature as a tool in guided reading groups. The selection of literature allows for a wide range of reading levels to meet our diverse learners, while maintaining the high student interest and motivation. To help students make connections between what they read, write, speak, listen and view language arts is integrated within other disciplines. The trade novels allow a continued emphasis on a curriculum with coherence making connections to the written language, science, and social studies curriculums.

3. MATH INSTRUCTION

The math curriculum for the Iowa City Community School District is based on the recommendations of the National Council of Teachers of Math standards and benchmarks. The district has selected the *Investigations* curriculum as our delivery tool. Classroom instruction focuses on the development of strategies and problem solving techniques to answer problems. Students from the beginning see themselves as mathematicians and problem solvers. The focus is not on the answer but on how to solve the problem.

Mathematics is viewed as a communication tool for learning. The math curriculum is taught in meaningful ways and connections are made to students' lives. In classrooms students work in a variety of grouping patterns, whole class, individual, partners, and small groups depending on their different needs. At Weber students are actively engaged in mathematical ideas through collaborative investigations, hands-on explorations, use of multiple representations, discussion and writing. During the investigations students consider more than one strategy and use a variety of manipulative materials and tools to explore problems. When sharing their answers students communicate orally, in writing, use pictures, diagrams, and models.

Within the curriculum teachers have choice and flexibility to tailor the curriculum to the needs of Weber students. The flexibility has been an advantage for our diverse population. The structure of the program allows classroom teachers more time to interact, observe and question the learners during the math lessons.

To implement the shift in thinking for the district's math teachers, a commitment to ongoing professional development was made. During the implementation of the math program units were phased in across the district. Teachers participated in professional development sessions to support their implementation of the new curriculum. The implementation process has made a tremendous difference in our teachers' and students' successes in the program.

4. DIFFERENT INSTRUCTIONAL METHODS

Our mission statement clearly states excellence for all learners. The Weber staff continually goes above and beyond to meet students' needs. The diverse learners at Weber vary from English language learners, students from disadvantaged backgrounds, learners identified with special needs, and students performing well above grade level. Teachers continually work collaboratively to develop successful plans for all learners.

Development of quality strategies, programs, and differentiated curriculums support the variety of student needs. Within a multi-age setting, teachers make use of flexible grouping patterns in a purposeful and thoughtful manner for instruction. Grouping may include, small or large groups, mixed aged groups, partners, and peer partners. During classroom activities teachers make use of same abilities or mixed abilities groups depending on the task. Classroom strategies include hands on activities, group discussions, written reflections, collaborative learning situations, differentiated assignments, games, and simulations.

The quality and variety of the reading materials at a child's level is available for both fiction and non-fiction reading is key to connecting students to the curriculum. Students across the building are encouraged to explore sources from print to non-print and electronic resources. Reading Recovery and Title I programming are available for reading support. Other student learning needs are met through small group reading instruction, English as Second language content learning based instruction, small groups, special education programming, flexible paraeducator support, or parent volunteers as needed.

A building goal is to keep students within the classroom with same age peers rather than isolating them in a separate learning environment. The teachers work closely and team together to plan a flexible curriculum and make accommodations for the students who need additional support. The continued success with Weber student is proof that considering the learning needs of all makes the difference.

4. PROFESSIONAL DEVELOPMENT

Quality professional development focuses on improving student learning and continuous improvement for the professional teacher. The Weber staff is a professional learning community in all aspects. Our plan is built on our shared mission, vision and values. Our mission to achieve excellence for all, is reflected in our goals in the areas of reading, math, science and writing. Weber's professional development plan is in place at the individual, building and district level.

Within the building there is a culture of collective inquiry toward continuous improvement, growth and renewal. In all aspects Weber's professional learning community strives to be teams of action and innovation. Building-wide achievement goals are established based on student data from district and curriculum based assessments. Teams develop, implement and monitor plans to meet the goals The building level plans include professional development, data analysis, curriculum development, book studies on best practices, lesson study, curriculum scope and sequence mapping, and articulation between grade level teams.

The professional community extends to the team/grade level. Collaborative teams meet weekly and engage in activities such as curriculum planning and development, professional reading, analysis of student needs. Teams may be at the same age level, cross grade teams, or specific subject area teams. Individual teachers develop career improvement plans through the district evaluation process. The individual goals are direct reflections of the building goals.

At the district level, the district provides an outstanding mentor program for new teachers to the district. Each year professional development is planned for implementation of new curriculum for all staff. Weber also has a strong partnership with the University of Iowa. Teachers work with practicum students, student teachers, and university professors to discuss new strategies and best practices. The continued relationship with the university creates a strong bond between best practices and our classrooms.

PART VII ASSESSMENT RESULTS

The tables on the following pages demonstrate data for Weber Elementary School over the past five years in the areas of reading and math as reported by the Iowa Tests of Basic Skills. The assessments are used by the state to report our student assessment data.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Third Grade 2001 Riverside Publishing

READING TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	13%	24%	20%	28%
% At or above Proficient	69%	83%	64%	78%
% Low Proficiency	31%	17%	36%	22%
Number of students tested	62	59	66	64
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency			15%	0%
% At or above Proficient			46%	64%
% Low Proficiency			54%	36%
Number of students tested	*	*	13	11
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	10%	24%	27%	28%
% At or above Proficient	72%	87%	76%	78%
% Low Proficiency	28%	13%	24%	22%
Number of students tested	39	38	41	50
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	17%	31%	14%	29%
% At or above Proficient	83%	92%	64%	71%
% Low Proficiency	17%	8%	36%	29%
Number of students tested	12	13	14	7
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Fourth Grade 2001 Riverside Publishing

READING TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	35%	29%	30%	21%
% At or above Proficient	82%	70%	78%	82%
% Low Proficiency	18%	30%	22%	18%
Number of students tested	66	70	60	62
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency	17%	0%	25%	18%
% At or above Proficient	50%	46%	75%	55%
% Low Proficiency	50%	55%	25%	46%
Number of students tested	6	11	4	11
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	37%	34%	34%	25%
% At or above Proficient	91%	77%	79%	82%
% Low Proficiency	9%	23%	21%	18%
Number of students tested	43	44	47	44
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	31%	29%	25%	10%
% At or above Proficient	75%	65%	75%	100%
% Low Proficiency	25%	35%	25%	0%
Number of students tested	16	17	8	10
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Fifth Grade 2001 Riverside Publishing

READING TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	26%	23%	23%	18%
% At or above Proficient	77%	69%	69%	70%
% Low Proficiency	23%	31%	31%	30%
Number of students tested	77	64	71	57%
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	1%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency	14%	0%	17%	0%
% At or above Proficient	71%	25%	42%	40%
% Low Proficiency	29%	75%	58%	60%
Number of students tested	7	8	12	1
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	26%	28%	28%	23%
% At or above Proficient	83%	74%	79%	77%
% Low Proficiency	17%	26%	21%	23%
Number of students tested	46	50	47	35
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	33%	10%	17%	9%
% At or above Proficient	71%	50%	50%	82%
% Low Proficiency	29%	50%	50%	18%
Number of students tested	21	10	12	11
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Sixth Grade 2001 Riverside Publishing

READING TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	31%	22%	31%	13%
% At or above Proficient	66%	66%	82%	69%
% Low Proficiency	34%	34%	18%	31%
Number of students tested	64	67	49	48%
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency	0%	8%	14%	0%
% At or above Proficient	0%	42%	57%	50%
% Low Proficiency	100%	58%	43%	50%
Number of students tested	4	12	7	6
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	35%	30%	34%	6%
% At or above Proficient	71%	77%	86%	71%
% Low Proficiency	29%	23%	14%	29%
Number of students tested	49	44	35	35
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	18%	8%	13%	40%
% At or above Proficient	36%	46%	88%	70%
% Low Proficiency	64%	54%	13%	30%
Number of students tested	11	13	8	1
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
% High Proficiency				
% At or above Proficient				
% Low Proficiency				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Third Grade 2001 Riverside Publishing

MATH TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	18%	32%	21%	19%
% At or above Proficient	73%	75%	69%	67%
% Low Proficiency	27%	25%	31%	33%
Number of students tested	66	59	67	64
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency			15%	9%
% At or above Proficient			46%	55%
% Low Proficiency			54%	46%
Number of students tested	*	*	13	11
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	15%	29%	26%	18%
% At or above Proficient	77%	79%	81%	70%
% Low Proficiency	23%	21%	19%	30%
Number of students tested	39	38	42	50
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	25%	62%	21%	
% At or above Proficient	81%	77%	71%	
% Low Proficiency	19%	23%	29%	
Number of students tested	16	13	14	*
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Fourth Grade 2001 Riverside Publishing

MATH TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	35%	40%	31%	27%
% At or above Proficient	88%	77%	77%	77%
% Low Proficiency	12%	23%	23%	27%
Number of students tested	66	70	61	62
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency		0%		36%
% At or above Proficient		73%		64%
% Low Proficiency		27%		36%
Number of students tested	*	11	*	11
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	30%	46%	31%	25%
% At or above Proficient	93%	82%	77%	80%
% Low Proficiency	7%	18%	23%	21%
Number of students tested	43	44	48	44
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	56%	41%	38%	40%
% At or above Proficient	94%	77%	75%	90%
% Low Proficiency	6%	24%	25%	10%
Number of students tested	16	17	8	15
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Fifth Grade 2001 Riverside Publishing

MATH TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	30%	17%	25%	18%
% At or above Proficient	69%	66%	63%	70%
% Low Proficiency	27%	34%	37%	30%
Number of students tested	78	64	71	57
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	1%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency			17%	20%
% At or above Proficient			42%	60%
% Low Proficiency			58%	40%
Number of students tested	*	*	12	10
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	28%	18%	28%	6%
% At or above Proficient	74%	68%	70%	69%
% Low Proficiency	26%	32%	30%	31%
Number of students tested	46	50	47	35
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	41%	20%	33%	64%
% At or above Proficient	73%	60%	67%	91%
% Low Proficiency	27%	40%	33%	9%
Number of students tested	22	10	12	11
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
Number of students tested	*	*	*	*

* Indicates the subgroup is smaller than 10.

STATE CRITIERION- REFERENCED TESTS **IOWA TESTS OF BASIC SKILLS**

Sixth Grade 2001 Riverside Publishing

MATH TOTAL ITBS	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
WEBER ELEMENTARY SCORES				
% High Proficiency	19%	22%	33%	29%
% At or above Proficient	78%	70%	78%	74%
% Low Proficiency	22%	30%	22%	27%
Number of students tested	64	67	49	49
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2%	3%	0%	0%
SUBGROUP SCORES				
1. Economically Disadvantaged				
% High Proficiency		8%		
% At or above Proficient		42%		
% Low Proficiency		58%		
Number of students tested	*	12	*	*
2. African American				
Number of students tested	*	*	*	*
3. Caucasian				
% High Proficiency	18%	28%	26%	28%
% At or above Proficient	80%	75%	74%	72%
% Low Proficiency	20%	25%	26%	28%
Number of students tested	49	44	35	36
4. Hispanic				
Number of students tested	*	*	*	*
5. Asian American				
% High Proficiency	18%	31%		40%
% At or above Proficient	73%	77%		90%
% Low Proficiency	27%	23%		10%
Number of students tested	11	13	*	10
6. English Language Learners				
Number of students tested	*	*	*	*
7. Special Education				
% High Proficiency				
% At or above Proficient				
% Low Proficiency				
Number of students tested	*	*	*	*

- Indicates the subgroup is smaller than 10.

STATE COMPARISON DATA BASED ON THE IOWA TESTS OF BASIC SKILLS

Reported for Biennium Periods

STATE PERFORMANCE READING ITBS	2002-2004	2001-2003
% At or above Proficient	77%	76%
SUBGROUP SCORES		
1. Economically Disadvantaged		
% At or above Proficient	61%	61%
2. African American		
% At or above Proficient	50%	48%
3. Caucasian		
% At or above Proficient	80%	79%
4. Hispanic		
% At or above Proficient	52%	53%
5. Asian American		
% At or above Proficient	77%	76%
6. English Language Learners		
% At or above Proficient	42%	41%
7. Special Education		
% At or above Proficient	31%	29%

STATE PERFORMANCE MATH ITBS	2002-2004	2001-2003
% At or above Proficient	77%	75%
SUBGROUP SCORES		
1. Economically Disadvantaged		
% At or above Proficient	62%	59%
2. African American		
% At or above Proficient	46%	53%
3. Caucasian		
% At or above Proficient	80%	78%
4. Hispanic		
% At or above Proficient	56%	53%
5. Asian American		
% At or above Proficient	82%	80%
6. English Language Learners		
% At or above Proficient	49%	45%
7. Special Education		
% At or above Proficient	39%	35%